

COOLA POST PRIMARY SCHOOL

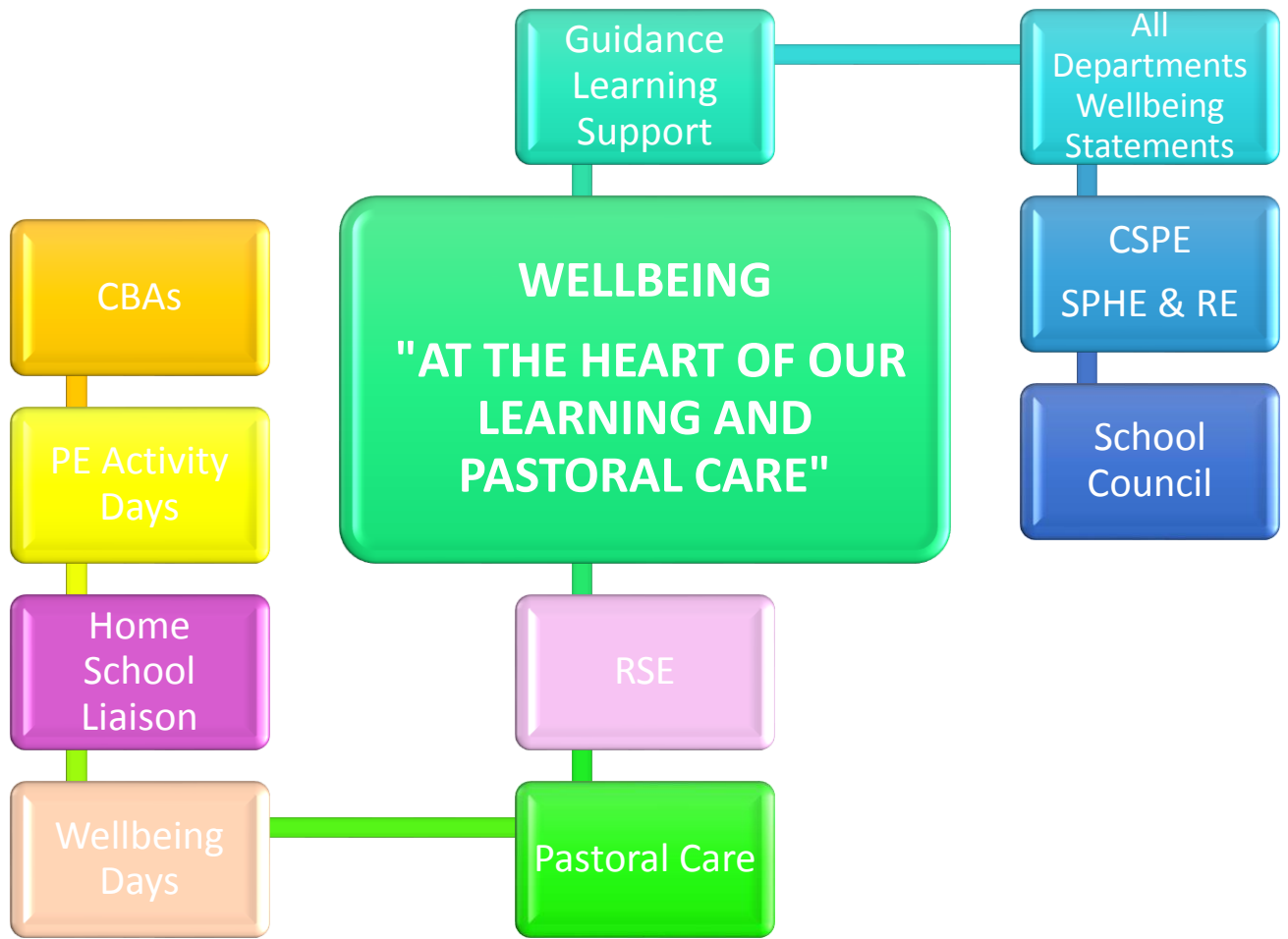


Wellbeing Policy & Programme 2019





Coola Post Primary School Wellbeing Programme 2019/2020



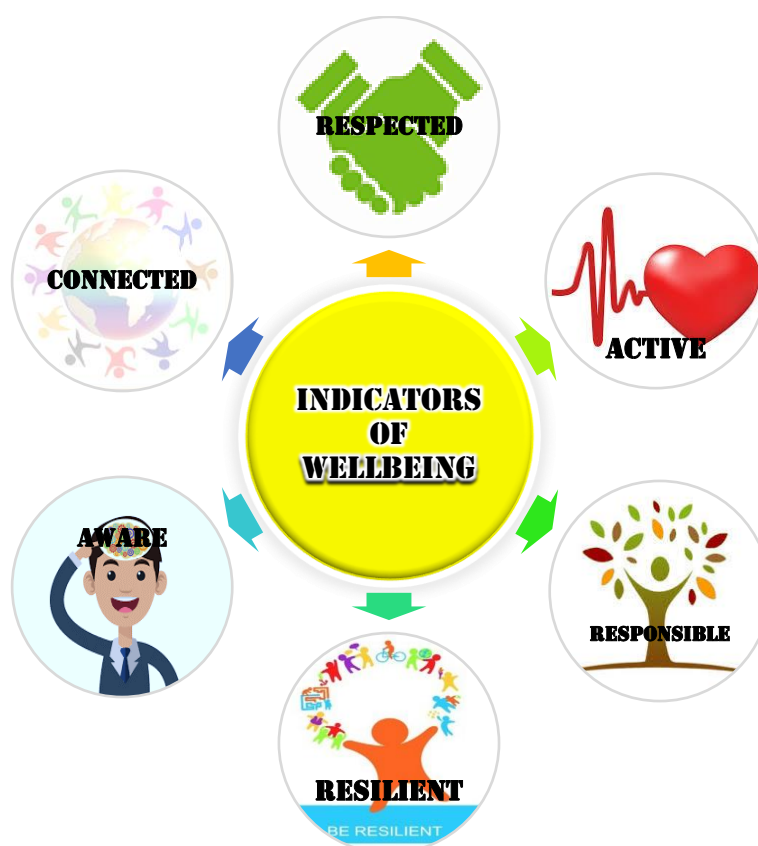
Coola Post Primary School Wellbeing Programme 2019

Designing the Wellbeing Programme for 2019

The voices of all partners in education have informed the design and contents of our Wellbeing Programme. Teacher's voices have positively shaped the Wellbeing programme from the outset. The process of consultation and curriculum planning has included whole-staff consultations, School Development Planning, Pastoral Care and Wellbeing Planning Team meetings. Student's voices have informed the Wellbeing programme through meetings with the Student Council and by conducting Wellbeing student focus groups. Wellbeing presentation were made to the Parents Association and to parents of incoming 1st Years and to the Board of Management. It is envisaged that the Wellbeing programme 2019-2021 will achieve synergy and a cohesive approach to Wellbeing.

Our Wellbeing programme aims to foster happy, confident, responsible and resilient students who feel connected to Coola Post Primary School. We have embraced a whole-school approach and aligned the design and planning for our Wellbeing programme with School Self-Evaluation, School Policies and Practice. Our Wellbeing programme is anchored in the following subject areas:

SPHE, PE, CSPE, Guidance and other Units of Learning.



Wellbeing contributes directly to students physical, mental, emotional and social wellbeing and resilience. Student wellbeing is present when students realise their abilities, take care of their physical wellbeing, can cope with the normal stresses of life, and have a sense of purpose and belonging to a wider community. There is overwhelming evidence that students learn more effectively, including their academic subjects, if they are happy in their work, believe in themselves, that they feel their teachers and school are supporting them.

Scope of the Wellbeing Policy

- Explore current and future avenues for fostering happy, confident, responsible and resilient students who feel connected to Coola Post Primary School.
- Reflect on how we are currently addressing the area of Wellbeing in our school through curricular and extra- curricular provision.
- Comply with DES Circular 0015/2017 which mandates 300 hours of Wellbeing to be included on the timetable over the 3-year cycle from September 2017 and building to 400 hours of Wellbeing by 2020.
- Consider the voices of key stakeholders, namely staff, parents, students, trustees and Board of Management. Engage in an extensive process of consultation to ensure that the voices and input of the whole school community are valued. This will foster positive buy-in, ownership and empowerment in the context of curricular reform and change management.
- Demonstrate an awareness of our unique school context, our characteristics spirit and the values underpinning our mission statement.
- Conduct an audit of the current timetable provision for 42 classes x 40 minutes per week. Consider alternative curriculum plans which incorporate Wellbeing e.g. 300 Hours= 5-4-4 over three years.
- Adopt an open, transparent and consultative approach to the implementation of the Wellbeing Programme. We are cognisant of the necessity to constantly plan, review and reflect, three premises also inherent in School Self Evaluation (SSE).
- Support the consultation process and use feedback to inform the curricular plan for Wellbeing. Explore the full spectrum of innovation curricular possibilities for Wellbeing, aligned to the identified subject areas, PE, SPHE, CSPE, Guidance and other units of work.
- Build staff capacity through the provision of CPD and planning time for Wellbeing during the consultation, implementation and review phases.

The vision for Junior Cycle places students at the centre of all endeavours.

“Junior cycle places **students** at the **centre** of the educational experience, **enabling** them to **actively participate** in their communities and in society and to be **resourceful** and **confident** learners in all aspects and stages of their lives”, (Framework for Junior Cycle, 2015, p.6).



Wellbeing is one of the eight principles underpinning the Junior Cycle Profile of Achievement (JCPA)



Statements of Learning

“The learning at the core of junior cycle is described in twenty-four statements of learning. They are central to planning for, the students’ experience of, and the evaluation of the school’s junior cycle programme” (Framework for Junior Cycle, 2015).

The purpose of learning statements

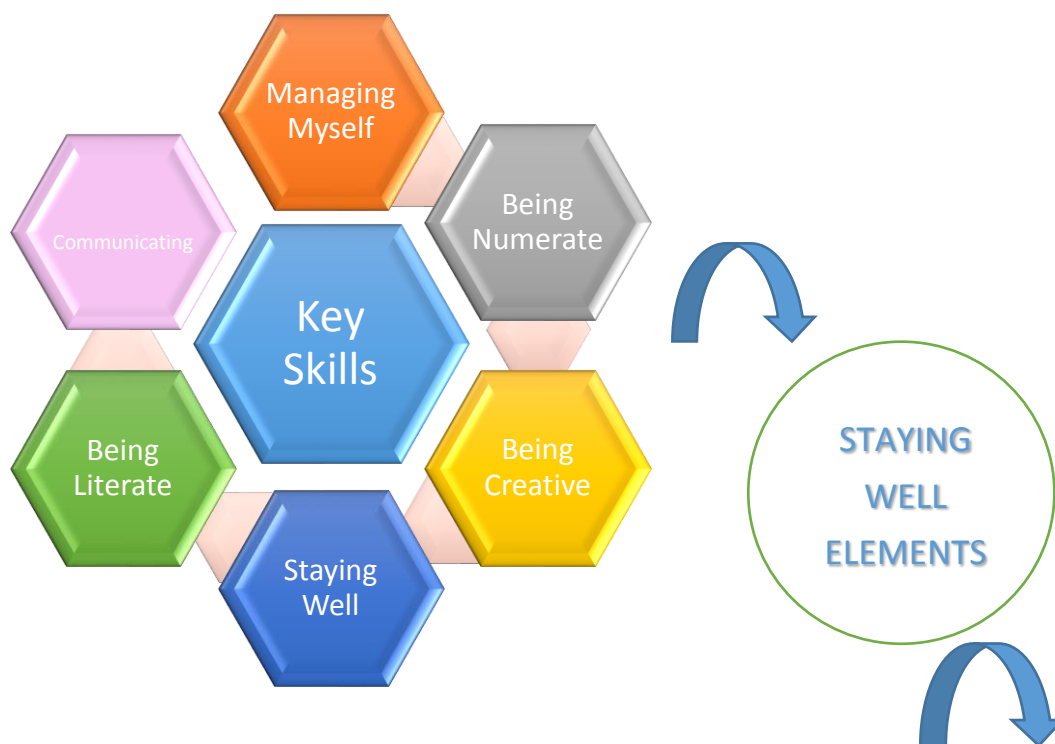
- To ensure a rich educational experience for students.
- Learning that has both breadth and depth and is varied.
- To enable development of the key skills.
- To give access to a varied curriculum of knowledge.



The following Statements of Learning are particularly applicable to Wellbeing:

- The student has an awareness of personal values and an understanding of the process of moral decision making (Sol 5)
- The student values what it means to be an active citizen, with rights and responsibilities in local and wider contexts (Sol 7)
- The student has the awareness, knowledge, skills, values and motivation to live sustainably (Sol 10)
- The student takes action to safeguard and promote her/his wellbeing and that of others (Sol 11)
- The student is a confident and competent participant in physical activity and is motivated to be physically active (Sol 12)
- The student understands the importance of food and diet and making healthy choices (Sol 13).

Staying Well is one of the 8 Key skills for the JCPA.





Elements of the Key Skills Staying Well are:

- Being healthy and physically active
- Being social
- Being safe
- Being spiritual
- Being confident
- Being positive about learning
- Being responsible, safe and ethical in using digital technology

Elements of the other Key Skills also relate to Wellbeing:

- Developing good relationships and dealing with conflict
- Respecting difference
- Contributing to making the world a better place
- Knowing myself
- Making considered decisions
- Setting and achieving personal goals

“key skills will be embedded in the learning outcomes of every junior cycle subject and short course” (Framework for Junior Cycle, 2015, p.15). Key skills help learners develop the knowledge, skills and attitudes to face the many challenges in today’s world. They also support students in learning how to learn and take responsibility for their own learning.





Our School Context and the Four Aspects of Wellbeing:



Coola Post Primary School

“The school atmosphere is positive on all fronts: staff morale is high, community links are good, parents are confident, and the students show pride in their school.”

WELLBEING-we place a strong emphasis on pastoral care in Coola. Our pastoral care programme is managed by a committee and the service is delivered by year heads and class tutors.

The wellbeing of the whole school community is at the heart of Coola’s Mission Statement:

- To develop a community of learning which is geared towards holistic development of each student.



WELLBEING POLICY & PROGRAMME 2019

- To foster the pursuit of academic excellence, respecting the specific potential and talents of each student.
- To promote the school community, the value of a Christian, caring society.
- To cater for students with special needs.
- To value, within the total school community, self-respect, respect for others and the environment.
- To recognise and affirm the unique value and contribution of each individual.

